Kellogg Community College



Social Sciences Department

# Psychology 250 – Abnormal Psychology

**PROFESSOR:** Shawn Talbot, Ph.D., LP **Office Hours:** Main Campus

Mon. & Wed. 9:00 – 11:30 A

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Tues. 8:00 – 9:00 A

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outside of these hours.

DESCRIPTION OF COURSE: Psychology is the science of behavior. As such, this course will study psychopathology in individuals from four current points of view: psychiatric (biophysical), intrapsychic, phenomenological, and behavioral. Special attention will be paid to describing psychopathology in terms of behavior. This course will also include current approaches to assessment and treatment.

LENGTH: One Semester – 3 credit hours

TEXT: Abnormal Psychology, 3rd ed. Beidel, D., Bulik, C. & Stanley, M., Pearson, ISBN-13: 978-0-205-96654-7

ISBN-10: 0-205-96654-3

PREREQUISITE: Psyc. 201

SUPPLEMENTARY MATERIALS (not required): The following supplementary materials may or may not come packaged with your text. They are not required, however may prove useful throughout the course.

1. Practice Test and Review Manual
2. **DSM - 5**
3. Computer Tutorial or study guide

ATTENDANCE REQUIREMENTS: Attendance is the responsibility of the student. If a lecture is missed, the student is responsible for the material covered. When repeated or extended absences reach levels where successful completion of the course is jeopardized, an “excessive absence” report may be completed. Attempts to contact the student to resolve the problem will be made prior to such. Continued absenteeism may lead to administrative action.

DERIVATION OF STUDENT GRADE:

At any time, a student can compute his or her approximate letter grade by first dividing the total points he or she has earned by the total points possible. Next, the student can refer to the chart below to locate the percentage and corresponding letter grade.

Tests

Case Studies (10) \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

Take Home Assignments \_\_\_\_\_\_\_

Participation

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| **General Education Outcomes** | |
| A. | Analyze the impact of lifestyle choices on physical and/or mental wellness. |
| B. | Analyze the influences that impact physical and/or mental wellness. |
| C. | Analyze the behaviors of a community, its leadership, and the individuals that influence individual and community wellness. |
| D. | Identify the relationships between physical and mental health. |

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| **Competencies** | |
| 1. | Students will be able to summarize the key concepts associated with classifying abnormal behavior, and explain the major approaches to classification. Methodologies used to determine the rate of mental disorder in a population and the results of recent major epidemiological studies will be discussed. Finally, students will examine the biological links between the brain and mental disorders and how the understanding of psychological factors evolved. |
| 2. | Students will examine the causal factors of abnormal psychology according to the biological and sociocultural viewpoints. A review of the effects of various psychosocial causal factors, including early childhood trauma or deprivation, inadequate parenting-styles, and marital discord will be incorporated into class discussions and activities. |
| 3. | Students will examine the basic elements of clinical assessment including the relationship between diagnosis and treatment. Through class activities students will compare and contrast the ethical issues affecting the planning or changing of treatment. Finally, students will explain the basic goals and practices of the various therapies within each of the major areas of psychology |
| 4. | Students will compare and contrast the major categories of stress responses, and outline the possible physical and psychological adverse effects of severe stress. Finally, students will examine the various approaches that are used to treat or prevent stress disorders and evaluate their effectiveness. |
| 5. | Students will explain the major features and causal factors of anxiety disorders, as well as the treatment approaches for these conditions. Students will explain the diagnostic criteria for such disorders as obsessive-compulsive disorder, generalized anxiety disorder, and phobias. |
| 6. | Students will explain the symptoms and treatments for bipolar disorders and moods disorders. Finally, students will examine the risk factors associated with suicide and describe the key features of suicide prevention and intervention programs. |
| 7. | Students will examine the major symptoms and causal factors of somatoform disorders and dissociative disorders, and identify the most appropriate treatment for each, as well as identifying the limitations of biological and psychological interventions. |
| 8. | Students will examine the influences of general health, attitudes, and coping styles on the risk of physical illness. Class discussion will focus on the relationship between hypertension and coronary heart disease and how they are affected by Type A behavior and other psychological factors. Finally, students will compare and contrast the symptoms and diagnostic criteria for the various eating disorders. |
| 9. | Students will compare and contrast the major symptoms of the various personality disorders and explain why their diagnosis is often difficult. An examination of the biological, psychosocial, and sociocultural causal factors of personality disorders will be a major focus of class discussions. |

INCOMPLETE: Students will receive a grade of “I” when illness, unavoidable absence, or extenuating circumstances (acceptable to the professor) prevent completion of course requirements. Upon completion of the remaining course requirements, the “I” grade will be lifted and the earned grade recorded. To receive the grade of “I” the student must have completed 70% of the requirements.

It is the responsibility of the student to contact the professor for the completion of the remaining courses.

DISCLAIMER: Information contained in this syllabus was, to the best knowledge of the professor, considered correct and complete when distributed for use. However, this syllabus should not be considered a contract between Kellogg Community College and any student, nor between the professor and any student. The professor reserves the right, acting within the policies and procedures of Kellogg Community College, to make changes in course content or instructional techniques without notice or obligation.

**KELLOGG COMMUNITY COLLEGE AMERICANS WITH DISABILITIES ACT AND SECTION 504 STATEMENT:**

Kellogg Community College does not discriminate in the admission or treatment of students on the basis of disability. KCC is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

**TESTING FOR COURSE CREDIT:** A student may elect to test out of the course. This is done in accordance with college policy. Please see the professor if you are interested in this option.

ACADEMIC HONESTY: Integrity and honesty are valued within this course. Anyone found cheating on a quiz, test or paper at any time will receive an “F” for the course. This also applies to anyone assisting someone else to cheat. Plagiarism is considered cheating. See the KCC Pocket Prof. or your professor if you have any questions.

**TUTORING:** If any student encounters difficulty during the semester with the course or subject matter, they should contact the professor immediately. Tutoring is available, and every attempt to assist the student in their studies will be made (within reason). Do not postpone requests for assistance. Waiting until the last weeks of class or right before a test is usually too late to be of value.

**STUDENT E-MAIL:** All KCC students are provided with e-mail accounts through the college server. You will be responsible for checking your KCC e-mail regularly and should be prepared to use KCC e-mail as part of student-college interaction. For e-mail account information, check the web at www.kellogg.edu/email/geninfo

### ASSIGNMENTS

TESTS (200): Four (4) test (50 pts each) will be given throughout the course, and will cover the readings, class discussions, lectures, and class handouts. Exams will range in length and be composed of multiple choice, and/or short answer or essay questions. All Make-up Exams are comprehensive essay and the student has 2 school days after they return to class to take the make-up exam or receive a zero. **It is the student’s responsibility to contact the professor to make-up the test.**

3 TAKE HOME ASSIGNMENTS (75 pts total – 25 pts each):

Students will be given 3 take home assignments worth 25 pts each. Handouts or further instructions will be given for each assignment. The assignments will include conducting a bio-psycho-social assessment, involuntary petition for hospitalization, and a typical treatment plan/progress note.

CASE STUDIES (50 pts):

Each student will be given a total of ten case studies to complete either in class or on a take home basis. Case studies will be graded on accuracy, appropriate synthesis of materials and attention to detail. The case studies and forms for completion will be provided by the professor.

CLASS PARTICIPATION (25): Not only are student’s ideas and opinions beneficial to the course, but necessary in maximizing the total class learning experience. Because of this, participation will be rewarded with up to 25 points. It is expected that each student will take full advantage of this; however, if you have difficulty in this area, please see the professor immediately.

LATE ASSIGNMENTS: Although assignments turned in within one week of the due date will be accepted, a minimum of one point per day will be deducted from the final score (unless prior approval from the professor is granted). Assignments turned in beyond one week of the due date will not be accepted. It is the student’s responsibility to verify the professor’s receipt of those materials turned in late or via e-mail.

**CALENDER & ASSIGNMENTS:**

READINGS

Weeks begin on Wed.

**Week 1 1/20** Introduction and Overview Chapter 1

Lecture

**Week 2 1/27** Lecture Chapter 2

*Exam 1- Ch. 1 & 2 Take home*

**Week 3 2/3** Lecture Chapter 3

**Week 4 2/10** Lecture **Submit** **BPS**  Chapter 4a Stress

**Week 5** 2/17 Lecture Chapter 4b Anxiety

**Week 6 2/24** *Exam 2 – Ch 3,4 & types of causality* Chapter 6

**Week 7 3/2** Lecture Chapter 5

**Week 8 3/9 Treatment Plans Due** Chapter 7

**Week 9 3/16** Requests for extra credit due Chapter 11

**Week 10 3/23** Lecture  Chapter 9

**Week 11 3/30** *Exam 3 Ch. – 5, 6, 7, 9& 11* Chapter 8

**Week 12 4/13** Lecture Chapter 10

**Extra-credit Due**

**Week 13 4/20** Lecture **Petitions Due** Chapter 13

**Week 14 4/27** Lecture Chapter 12, 14 & 15

**Week 15 5/4** *Exam 4 Ch. – 8, 10, 12, 13, 14, 15*

DERIVATION OF STUDENT GRADE:

GRADING SCALE

FOR EACH TEST

A 94 – 100

A- 90 – 93

B+ 87 – 89

B 84 – 86

B- 80 – 83

C+ 77 – 79

C 74 – 76

C- 70 – 73

D+ 67 – 69

D 64 – 67

D- 60 – 63

F 59 & below